

**Using Mobile-Assisted Language Learning (MALL) to Enhance 10th Graders'
Listening Skill: An Exploratory Case Study**

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USING MALL TO ENHANCE 10TH GRADERS' LISTENING SKILL

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“‘You are worthy, Jehovah our God, to receive the glory and the honor and the power, because you created all things, and because of your will they came into existence and were created.’” (Revelation 4:11)

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Abstract

Listening is undoubtedly a fundamental language skill to develop when learning a foreign language due to its constant use by the L2 learner. However, in classrooms students feel frustrated because the listening activities designed for its development are not understandable for them and become reluctant to work in classes on this skill; as a result, most students usually find EFL learning uninteresting or boring. The purpose of this exploratory case study was to explore which aspect of the listening skill students developed the most when implementing MALL (Mobile-Assisted Language Learning) and what were their perceptions towards the use of smartphones in EFL lessons. In order to meet that end, this study employed a diagnostic and final test, listening tasks, students' diaries and a questionnaire to answer which listening skill aspect students develop the most and their perceptions towards MALL. Coding and descriptive analysis helped to analyze the data gathered. The findings of this study suggest that MALL is an efficient strategy to develop listening skills in the L2, especially concerning the *identifying expressions and set of utterances that act to create meaning* aspect. Additionally, MALL can also be used as a different strategy to learn a foreign language in an interesting and dynamic way.

Keywords: Listening skill aspects, MALL, students' perceptions.

Resumen

La escucha es sin duda una habilidad fundamental del lenguaje a desarrollar cuando se aprende un idioma extranjero debido a su constante uso por el aprendiz. Sin embargo, en los salones de clase los estudiantes se sienten frustrados y son reacios a trabajar durante las clases porque las actividades de escucha diseñadas para esto no son entendibles; como resultado, la mayoría de los estudiantes usualmente ven la enseñanza del inglés como aburridas y poco interesantes. El propósito de este estudio de caso exploratorio fue explorar cuál de los aspectos de la escucha los estudiantes desarrollaron más en la implementación del Aprendizaje de idiomas asistido a través de dispositivos móviles (MALL) y cuáles fueron sus percepciones sobre el uso de celulares en las clases de inglés. Para cumplir ese objetivo, este estudio usó un examen diagnóstico y uno final, tareas de producción, diarios de estudiantes y un cuestionario para responder que aspecto de la escucha fue el más desarrollado y cuáles fueron las percepciones de los estudiantes sobre el uso de MALL. Codificación y análisis descriptivo fueron los métodos usados para analizar la información obtenida. Los resultados de este estudio sugieren que MALL es una estrategia eficiente para desarrollar la escucha, especialmente el aspecto de identificar expresiones o conjuntos de expresiones que forman un significado. Además, MALL puede también ser usado como una estrategia diferente para aprender un idioma extranjero de una forma interesante y dinámica.

Palabras clave: Aspectos de la escucha, MALL, percepciones de los estudiantes.

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1. Introduction

Listening is undoubtedly a fundamental language skill to develop when learning a foreign language due to its constant use by the L2 learner. According to Andrade (2016, p. 3), “listening is one of the four fundamental skills through which a language is taught. It is one of the two skills that we use when communicating orally.” That is to say, the things which learners are able to listen to and understand either in everyday life or in a classroom context build up the different conceptions of the world and influence the way in which they communicate with other people.

As the listening skill is a mental process which cannot be seen, it becomes a real challenge for teachers to analyze and understand what is happening in students' minds when they are exposed to listen to someone speaking in the L2 (Field, 2010). Thus, we cannot leave apart the fact that this skill is one of the most important when communicating with other people. The need for studying the processes involved in listening more deeply and how it works when learning a foreign language are nowadays one of the relevant factors that teachers should take into account when carrying out activities comprising this skill.

Listening, in turn, comprises a set of components: such as “discriminating between sounds, recognizing words and understanding their meaning, identifying expressions and sets of utterances that act to create meaning, recalling important words and ideas...” (Tyagi, 2013, p. 1) These aspects students are barely able to master because of their level of difficulty. This is frequently evidenced in educational establishments, where teachers' methodology focuses more on developing students' writing, reading, and vocabulary rather than listening comprehension. (Gilakjani & Sabouri, 2016).

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Nonetheless, when we observed English classes in high school, it was evidenced that pupils felt frustrated and were reluctant to work during the classes because the listening activities designed were not understandable for them; eventually, they did not respond effectively when attempting to achieve the lesson objectives related to listening activities. Instead of that, students got distracted easily and they were more interested in using their cellphones rather than paying attention to what was going on in the classroom.

Thus, the purpose of this exploratory case study was to explore the ways in which the implementation of Mobile-Assisted Language Learning (MALL) might help L2 learners to improve their listening capabilities in EFL lessons in a public school, situated to the North of Montería, Córdoba. Therefore, this study intended to answer the following questions: As a central question, which aspects of the listening skill are students more likely to develop when using MALL in EFL lessons? And as a sub question, what are students' perceptions towards the use of MALL in L2 lessons?

On the other hand, given the importance of the access to technology and its effective integration, the use of smartphones enhances students' listening performance in their learning process in EFL classes (Liu et al., 2018; Mindog, 2016; Zhang, 2016; Kim, 2013). Accordingly, smartphones are mobile phones that perform many of the functions of a computer, typically having a touchscreen interface, Internet access, and an operating system capable of running downloaded apps; features which are useful to ease the learning of a foreign language.

The use of smartphones is a widespread issue in education that has been studied in recent years (Campbell, 2006; Fang, 2009; Goundar, 2014; Jackson, 2012; McCoy, 2013). Because of their versatility and easiness to work with in classrooms, students feel more comfortable and motivated to learn when they are doing any type of activity such as,

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sending assignments, carrying out activities or chatting with their partners for cooperative learning. However, in spite of having these characteristics it becomes a challenge to work with mobile devices particularly in EFL classes because students get distracted easily using them for other interests. In fact, this apparent disadvantage caused by smartphones might be used as a powerful tool in order to foster students' performance concerning the listening skill.

The findings of this study will benefit primarily, students to improve their listening comprehension in EFL lessons; secondly, teachers to implement another way of teaching to ease the acquisition of a foreign language; finally, schools to promote a practical and responsible way to use MALL so as to increase the English performance at the educational establishment.

The following chapter consists of two main sections: conceptual framework and literature review. The conceptual framework focuses on the concepts which support the study and articulate the phenomenon addressed. The literature review provides significant insight into MALL in the English learning process. The third chapter focuses on the methodology, data collection techniques and analysis to carry out this study. The fourth chapter addresses the results found after the implementation of MALL. The fifth chapter discusses the findings and the studies linked to this study. Finally, the sixth chapter presents the conclusions drawn regarding the implications, limitations and possible recommendations for further research.

2. Theoretical Framework

This chapter consists of two main sections: conceptual framework and literature review. The conceptual framework focuses on the concepts which support the study and articulate the phenomenon addressed. The literature review provides significant insight into MALL in the English teaching and learning process.

2.1 Conceptual Framework

2.1.1. Listening skill

Listening is one of the four language skills used in every language around the world. Tyagi (2013) defines listening as the “key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking.” (p.1) Listening then, involves a process in which a person tries to transmit messages and another is able to understand and comprehend the information correctly.

In the educational setting, the notion of listening refers to the “process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above...” (Vandergrift, 1999, p. 168). In terms of the acquisition of a foreign language, the improvement of the listening abilities represents some advantages that facilitate the comprehension of the L2. Vandergrift identified four clear advantages in different fields when developing listening comprehension in second language learning: cognitive, efficiency, utility and affective.

To start with, the cognitive benefit of developing listening comprehension relies on the learners' facility to recognize and understand messages easier when they are first

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trained on this ability. In second place, efficiency advantage has to do with students' exposure to the good and constant use of the L2 in different settings. When it comes to the utility aspect, Research has demonstrated that adults spend 40-50% of communication time listening, 25-30% speaking, 11-16% reading, and about 9% writing (Gilman & Moody 1984).

As shown above, listening is the skill that people used the most to communicate in any context; however, students manifest not to feel comfortable when listening to audios in L2 because of either their difficultness at doing what they are asked for or teachers' methodology when planning and executing the tasks (Renandya & Farrell, 2010). Most problems when carrying out activities related to the skill in an educational context focus on students' misunderstanding of the words pronounced, the identification of words and expressions, and the need for recalling important expressions to get the right answers (Hamouda, 2013).

In the same line of ideas, students' improvement in their performance should be amalgamated to the teachers' provision with ideas and strategies, in order that pupils can master what they should have achieved not only for the lesson but for their educational life concerning the acquisition of the foreign language through the continuous exposure to the listening skill and its aspects. Applying the appropriate strategies give the learners a powerful tool to better comprehend authentic material, as Vandergrift (1999) stated, "in particular, the use of listening strategies can make authentic texts more accessible in the early stages of learning a language, so that the process becomes more relevant and interesting for the learners" (p. 174).

Listening skill comprehends some components based on the purpose of the listener; in this sense, the listening abilities can be measured taking into account the extent to which

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each component is achieved. Among the most relevant components according to Rost (1991, p. 8) we find:

- *Discriminating between sounds.* This listening aspect has a clear importance when distinguishing words by their pronunciation, and it might be used as an effective strategy to identify words that may be unknown for the learner (Nunan, 2002). Lynch and Mendelsohn (2013), give some examples of some words and expressions that might be difficult to discriminate. “Examples of misperceived word boundaries are: *on seventy* (for *uncertainty*) and *everywhere* (for *every word*)” (p, 277).
- *Recognizing words and understanding their meaning.* Fostering this listening aspect enable the learner to understand specific meaning within each phrase or utterance, and also, isolating single words from a whole statement when it is told (Richards, 2008). Therefore, for the learner is imperative to have a good comprehension of the vocabulary related to the theme being listened, “knowledge of the lexicon or vocabulary is an essential part of listeners’ linguistic competence, since it is the means to recognize the words that are heard within a whole piece of spoken discourse” (Rost, 2006, p. 38).
- *Identifying expressions and sets of utterances that act to create meaning.* This aspect focuses on achieving successfully the goal of understanding any type of listening, even spoken discourse. To meet that end, it is necessary to identify particular expressions that might be helpful to comprehend the overall meaning of the utterance of what is intended to be answered (Rost, 1991).
- *Recalling important words and ideas.* Last but not least, recalling or remembering important words and main ideas is considered one of the most important listening processes, because it allows the learner to capture the sense of the speaking, and select

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what is useful for remembering and then complete any type of task (Tyagi, 2013). This listening aspect can be quite useful when listening to interviews, short or long pieces of discourse.

This study aimed at working with these four aspects with the purpose of finding out which of them was the most developed when implementing some strategies and activities through the use of mobile devices. To achieve successfully this aim, the strategies were implemented in order that students acquired the abilities concerning each aspect; and the activities were especially designed so as to assess students' performance.

2.1.2. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) refers to the use of mobile devices in learning a foreign language. "In contrast to classroom learning, in MALL there is no need for the learners to sit in a classroom or at a computer to get learning materials" (p. 309), since they are able to have access to information easily and take lessons in a different way from the traditional one, acquiring the same knowledge, learning the same thematic and perhaps getting better learning results (Miangah & Nezarat, 2012).

MALL is a result of technological advances in the language learning field, it precedes CALL which stands for Computer Assisted Language Learning and became established in language education in the early 1980s. MALL widely "differs from CALL in its use of personal, portable devices that enable new ways of learning, emphasising continuity or spontaneity of access across different contexts of use" (Kukulska-Hulme & Shields, 2008, p. 273).

"MALL is an ideal solution to language learning barriers in terms of time and place" (p. 309). It provides the learner with the quick access to the learning content in any place and also makes learning be spontaneous, informal, personalized and accessible. Thus,

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with MALL the learner controls the learning process and progress in their own space based on their cognitive state (Miangah & Nezarat, 2012).

However, mobile devices are not substitute for existing learning devices, but they serve as extension for learning in new environment having new capabilities, though, not all learning content and activities are appropriate for mobile devices because of their size, screen, data storage and multimedia limitations. Besides, teachers' role in the learning process of L2 is an aspect that cannot be replaced by neither an app nor any machine (Miangah & Nezarat, 2012).

One of the most used mobile devices is the smartphone. Smartphones are such useful and helpful devices when teaching but they might become a factor that distracts students from the focus of learning (Woodcook et al., 2012; Williams & Pence, 2011). Taking into account this clear disadvantage, the tools used should focus on students' higher concentration and not allow using any element that gets them distracted when developing the activities. The fact of being exposed to smartphones implies that along with school assignments there are more apps that might distract students from the focus of learning such as, a phone call or incoming messages from different social networks (Anshari et al., 2017).

2.1.3. Applications for MALL

There is a wide range of mobile applications available for learning and practicing language skills, most of them can be downloaded in any smartphone or laptop for free as well as for little cost. Currently, teachers and schools are starting to adopt strategies taking advantage of the facilities and tools that these apps offer to its users; some of them allow teachers to be constantly in contact with their students becoming learning quicker and more dynamic, even more motivating for the learners (Hockly, 2012).

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Among the most common apps used for learning nowadays are Whatsapp, English podcast for learners, Quizlet, YouTube, Kahoot, and so forth (Gangaiamaran & Pasupathi, 2017; Kim, 2013). Some studies have focused on exploring how the apps previously mentioned are helpful for teachers and learners and what were the academic community feelings when adopting this way of learning; as a result, they found many advantages and benefits regarded to the use of them (Alvarado et al. 2016; Godwin-Jones, 2011). Likewise, this study employed one common mobile app namely Google Classroom and a Google tool which can be easily gotten for free, Google Forms.

Google Classroom

Google Classroom is a widely used mobile application that is known for being a really useful tool in facilitating teachers' work. It allows the teacher to be continuously in communication with his students, upload files in almost every format, assign activities to do in real time, and send suggested materials for autonomous learning, saving a lot of time and effort. (Iftakhar, 2016) In addition, Google Classroom is a platform that provides a simple interface with useful features which allow students to easily access to the assignments given by the teacher, and getting instant feedback from the activities.

Through the effective use of Google Classroom, students can experiment many benefits reflected in their learning process. Al-Marooof and Al-Emran (2018) pointed that Google Classroom “provides a stream line of communication and workflow for students. Being free of paper is a crucial factor in developing learning strategies. Thus, students can keep their files more organized and needless stored paperless in a single program.” (p. 113) For both teachers and students, this app represents a great advantage in terms of practicality and utility since it can be adjusted to the school curriculum materials. On the other hand, taking into consideration that this app makes part of the ultimate Information and

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Communication Technologies (ICT), students will probably be more engaged and motivated using this app in their own learning process.

Google Forms

Google forms is an online tool with which almost “anyone can create and administer surveys for free, and with minimal investment of time” (Gehring, 2010, p.15). This Google application results very practical in terms of easiness and accessibility for both teachers and students when it comes to the educational field. One of the remarkable features this Web 2.0 tool provides has to do with the fact that teachers can monitor what students do in real time and assess them personally by giving instant feedback regarding the activities done, becoming the acquisition of the L2 an alternative and dynamic way to learn by doing.

Furthermore, Google forms allows us to create a different space in which students can interact and practice their skills with the active participation through their answers, and what is more, they can carry out the activities at any time if allowed by the teacher. It means that this technological tool provides us with the facilitation of work inside and outside the classroom.

This study employed Google classroom and Google forms described above because of their easiness and practicality to work. Besides, they facilitated the gathering of students' responses on the tasks and activities proposed during the lessons. Furthermore, they were also useful for collecting important qualitative data concerning students' answers in the questionnaire administered.

2.2 Literature Review

Some research studies have addressed the importance of implementing MALL in EFL lessons and the strategies to improve students' performance in terms of listening skills; however, none of the current studies conducted within this framework have explored which components of the listening ability are developed the most when using MALL in L2 lessons.

For instance, Liu et al. (2018) developed a recent research study on the development of listening comprehension through a context-aware application with 36 Chinese undergraduate students at a university in Taiwan, enrolled in sophomore, junior and senior years. In terms of data collection procedures, they used a series of listening tests and a questionnaire finding that the exposure to the real situations with wireless technology can encourage students to practice in an active and more dynamic way. Moreover, this study shows that not only this application helped the students improve their listening skills but also helped them be able to store what they had learned before.

Kim (2013) conducted a case study with 44 students from Korean Literature, Korean Literature, management, economics, educational psychology, and physical education at Seoul Women's University. Through two certified TOEIC tests and a self-report survey, she pointed out that mobile technology is useful and effective as it provides a means for EFL students to get access to 'authentic' listening materials. This study also demonstrated that if smartphones apps are used as a learning resource, students are more motivated and become proficient listeners.

Mindog (2016) implemented a case study to explore, describe and analyze the utilization of different mobile apps by Japanese university students to support learning English as a Foreign Language, selecting four participants based on their performance in an

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interview and their English levels according to the CEF. By conducting interviews, the researcher stated that students through those apps improved their listening skills because they were able to learn by doing. That is to say, while they watch news and series, listen to music and video songs it helped them improve their L2 abilities. Also, the author addresses the importance of technological tools to support language learning since they allow students to enjoy learning.

Zhang (2016) did research the effectiveness of mobile learning application in Chinese learners' L2 listening comprehension and the impact of mobile on listening comprehension with 120 university students in Xi'an city, suggests that MALL is an effective way to improve listening comprehension due to its accessibility and easiness. Furthermore, the results in a questionnaire and interviews indicated that the use of mobile learning apps has a strong impact on students' motivation when learning English.

Woodcock, Middleton & Nortcliffe (2012) conducted a case study with 272 students from the faculty of Arts, Computing, Engineering and Science (ACES) at Sheffield Hallam University. Through an initial online survey, in-depth survey and interviews, they pointed out that once students begin using their smartphones for learning they start to appreciate the benefits and the further possibilities that exist within their current frame of reference. This study also demonstrated how talking about the potential of personal technologies with students is likely to be insightful for both academics and their students.

A final inquiry conducted by Demouy et al (2016) on how language learners' use of mobile devices independently might be motivating for their language studies. Adult students, who were enrolled on eight languages courses at an institution of higher education, participated in a short online survey questionnaire and semi-structured

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interviews on Skype to gather the necessary data. The results of this study showed that the participants actively engaged with the language they were learning and such engagement was supported by mobile devices. Additionally, participants displayed a high level of curiosity and knowledge regarding the benefits of mobile devices and expressed to be able to control their own learning.

The literature review shows that most researchers have focused on using MALL for improving students' cognitive and language skills, and getting to know students' perceptions towards the implementation of mobile devices in L2 lessons. Only very few studies have employed mobile devices to develop specific aspects of the listening skills. In this sense, this research was focused on exploring which components of the listening skills students developed the most when implementing MALL in L2 lessons.

3. Methodology

3.1. Type of Research

This research study employed a qualitative research approach since it sought to study a phenomenon within its natural setting and involved human beings' lives and perceptions of the phenomenon addressed. Denzin & Lincoln (2005) defined qualitative research as "a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible" (p.3). For that reason, this strategy helped us to explore in what ways the implementation of MALL helped L2 learners improve their listening capabilities in EFL lessons. Therefore, the intention of this study was to describe the possible progress in student's listening skills and students' concerns about the use of mobile phones that took place during L2 lessons.

Thus, this inquiry followed an exploratory case study approach. According to Zainal (2007, p. 3) "exploratory case studies set to explore any phenomenon in the data which serves as a point of interest to the researcher". In this regard, we employed this research approach to find out the possible effects of MALL on 10th grader students' listening skills and know their perceptions towards its implementation. On the other hand, Yin (1994) stated that "an exploratory case study should be preceded by statements about (a) what is to be explored, b) the purpose of the exploration, and (c) the criteria by which the exploration will be judged successful" (p. 5). In so doing, so as to conduct a consistent study it is necessary to develop each point based on the subject matter of the research.

Taking into account the strategy used in this study, it allowed us to know if the implementation of MALL was a possible solution to improve students' performance regarding their listening skills when learning the target language. To carry out the study, the researchers were also in charge of teaching during the execution of the activities proposed.

3.2. Context and Participants

This study was conducted at Institución Educativa Camilo Torres, located in Mocarí neighborhood, at the north of the city of Montería. The school is surrounded by unpaved streets that have no sewage system, and when it rains it is difficult to access to the school. It functions in one and two-story buildings with large windows making the classroom a noisy and disruptive place where it is sometimes impossible to deliver a class. The educational establishment has neither good blackboards nor comfortable chairs for both students and teachers. However, it counts with internet connection, a computer laboratory, a cafeteria, a teachers' room and a sports field.

It is a mixed public school working with Calendar A. Therefore, the school is conformed by five headquarters providing preschool, primary and secondary levels in both morning and afternoon schedules, but we are going to be working with the main headquarter which only provides secondary level in which English is taught 4 hours per week. It also provides an accelerated program for teenagers and adults on Saturdays through CAFAM methodology. Further, the school makes part of the Bilingualism for Peace Program. As part of this program, students attend on Saturday mornings for five hours and undergraduate students from the English Language Teaching Program of the University of Córdoba teach them.

In terms of teacher personnel, there are five English teachers working at the institution but only one of them is able to teach a lesson in English, the other four teachers teach their lessons entirely in Spanish and when trying to speak through the L2 they make several mistakes regarding grammar and pronunciation rules. For this reason, most of the students tend to make the same mistakes as teachers do, so it is quite difficult for them to express orally in the L2. In addition, the school does not count with either textbooks or any

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government aid to ease English practices and finally, among the activities concerning English usage in the school is the English day celebrated in October the only scenario in which English is used.

This exploratory case study was conducted with five 10th grade-students whose ages range from 16 to 18. These students come from the same neighbourhood, in which most of people have the necessary things to make a living and provide their children with the basics; it means that the participants will have access to all the elements (smartphones, WiFi, computers) needed for obtaining the more reliable results as possible while the study is conducted. Concerning the students' L2 abilities, it is evident that in spite of presenting many difficulties when listening to English material, the students are able to answer correctly to the greetings and understand simple instructions and classroom language. Also, students are often shy and unwilling to engage in the activities done in class since they lack of the enough previous knowledge to participate actively in class.

To select the participants, it was used a purposeful sample methodology; as Marshall (1996) stated, here “the researcher actively selects the most productive sample to answer the research question” (p. 523). That is to say, we chose five students at random from a class of 32.

3.3. Data Collection Techniques

To obtain all the information required to answer our research questions, the data was gathered through a diagnostic and final assessment, listening tasks, students' diaries, and finally, a questionnaire.

First of all, in order to know the students' current state in terms of listening abilities, a diagnostic test was implemented before the lessons. According to Hughes (2003), “diagnostic tests are used to identify students' strengths and weaknesses. They are intended primarily to ascertain what further teaching is necessary” (p. 13). By applying a diagnostic test we were able to see their listening capabilities concerning its components. Eventually, a final achievement test was applied after the four lessons. As Hughes explained, “final achievement tests are those administered at the end of a course of study” (p. 10, 11). This allowed us to determine the extent to which the use of MALL help students develop their listening skills.

The test consisted of four sections corresponding to each aspect assessed and taught throughout the lessons; each section was conformed by a different number of items according to what was intended to evaluate. Regarding the first section, it has a number of eleven items about *recognizing words and understanding their meaning*; the second section comprehends six open questions aimed at *identifying expressions and set of utterances that act to create meaning*; the third component comprises five multiple choice items regarding *discriminating between sounds*; and the last part covers eight multiple choice items oriented to *recalling important words and ideas* (see appendix 1).

Secondly, eight listening tasks were implemented during four lessons in order to follow students' progress and accomplishment as they were working in each listening aspect. Rost (2002) defines listening tasks as “all input [that] comes from an outside source

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(like a videotape) to the learner, and the learner is responsible for doing something with the input (such as writing down key words and formulating main ideas)” (p. 19). Therefore, this instrument was helpful students’ improvement throughout the lessons.

Each lesson focused on the four out of the seven aspects adapted from Rost (1991) and consisted of two different listening tasks. The first lesson about *discriminating between sounds* as its name indicates, involved activities in which students were asked to differentiate the sounds of similar pronunciation words according to its context and choose images corresponding to what was listened. The second lesson designed for *recognizing words and understanding their meaning* consisted of a fill in the gaps activity related to the topic being taught and a task in which students were providing with a set of images so they had to recognize which of them were described when listening.

The third lesson concerning *identifying expressions and set of utterances that act to create meaning* comprised one activity about the identification of specific words to answer open questions, and another task related to the description of some words about the topic taught aimed at choosing the appropriate answer among three similar options. And finally, the fourth lesson on *recalling important words and ideas*, activities were mainly focused on multiple choice items based on an interview and the other on somebody’s speech.

Thirdly, students were asked to work on diaries entries, one per each lesson. This method was aimed to gather students’ perceptions, feelings and opinions towards the implementation of MALL in the English lessons. Wildemuth (2016) defined three types of diaries: unstructured, semi-structured and structured; we decided to use semi-structured with the participants, therefore we gave some guidelines for students to write their own perceptions but allowing them to write freely what they considered important about the lessons.

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Finally, one questionnaire (see Appendix 5) was administered to the participants with the aim of understanding students' opinions about the use of MALL in the classroom, finding out which aspect they were able to develop the most and the least, and confirming how hard or easy was for them to get an answer. This instrument was designed with Google Forms by the researches and answered by the students so as to keep students working on MALL. Questionnaire is defined as “the medium of conversation between two people, albeit that they are remote from each other and never communicate directly” (Brace, 2018, p. 4). This questionnaire was applied after the fourth lesson using open and multiple-choice questions with a total of sixteen items.

The succeeding table presents a brief summary of the techniques implemented in this study with their purpose and the population who carried out them:

Instrument	Purpose	Target population
Diagnostic test	To place students' current status in terms of listening skill aspects.	Students
Final test	To compare the results with the previous one and evidence progress (if made)	Students
Listening tasks	To evidence students' performance in each aspect.	Students guided by teachers
Students' diaries	To get students' perceptions towards the use of MALL.	Students guided by teacher
Questionnaire	To know students' opinions and concerns about the implementation of MALL.	Students

Table 1. Summary of data collection techniques implemented in this study.

3.4 Data Analysis

For obtaining the best understanding of the data collected through the techniques described above, we used two different data analysis methods as follows.

In first place, the qualitative information gathered from students' diaries and some of the answers from the questionnaire was analyzed through coding. According to Miles

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and Huberman (1994) there are two different ways of coding the information, a deductive and an inductive method. The data analyzed followed the deductive approach since it started from the creation of an initial list of codes prior to fieldwork, which initially came from different sources such as the conceptual framework and the research questions addressed to this study. Sequentially, connections between categories and subcategories were established, and finally a selective step was done so as to get the most relevant information regarding students' positive and negative perceptions towards the implementation of MALL, which helped us to answer more effectively and accurately the research questions.

When it comes to the data collected through some other questions from the questionnaire, listening tasks, and the tests, the results were analyzed and tabulated with descriptive analysis through statistics taking into account the number of participants. Under this data analysis technique, "the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships." (Nassaji, 2015) This analysis helped us to evidence accurately the different units of study that guided our research study.

By comparing and getting the percentages of the most and least recurrent answers to the questions and the scores in the tests, we were able to know what listening skill aspect students were able to develop the most and the least regarding the actual skill. These procedures ensured a more reliable and valid results emerging from the data gathered in the process.

4. Findings

Through the implementation of a diagnostic and a final test, listening tasks, students' diaries and a questionnaire it was concluded that Mobile-Assisted Language Learning (MALL) is a useful and helpful tool to develop most of the listening skill aspects. Besides, the instruments mentioned above allowed us to answer these two questions: Which aspects of the listening skill are students more likely to develop when using MALL in EFL lessons? And what are students' perceptions towards the use of MALL in L2 lessons? In so doing, two categories are presented, namely, development of skill aspects and students' perceptions towards the implementation of MALL.

4.1. Development of listening skill aspects.

The results point out that the listening skill aspect which students were able to develop the most has to do with *identifying expressions and set of utterances that act to create meaning*. Besides, the aspect in which students found more difficulties to work on revolves around *discriminating between sounds*.

Having applied a diagnostic test before four lessons, it was evidenced that students showed difficulties when listening to audios in L2. The test consisted of four sections corresponding to each aspect assessed and taught throughout the lessons as it was explained in the methodology chapter (see appendix 1).

	Discriminating between sounds	Recognizing words and understanding their meaning	Identifying expressions and set of utterances that act to create meaning	Recalling important words and ideas
N° Items	5	11	6	8
S1	1	7	4	3
S2	3	10	4	4
S3	1	7	4	1
S4	1	4	1	4

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S5	2	4	3	2
Total	8	32	16	14
Mean	2	6	3	3
Standard deviation	0,89443	2,51	1,30384	1,30384

Table 2. Students' right answers in the diagnostic test.

The previous table shows the number of correct answers students got. Each column presents the results obtained for each student regarding the four listening aspects. Through the mean score of the listening aspect *discriminating between sounds* it is evident that students in general answered correctly 2 out of 5 items, showing that their performance was not good; the standard deviation reflects that students' answers were closer one from another to the mean. In terms of the aspect *recognizing words and understanding their meaning*, the mean score was the highest taking into account that the former involved a higher number of items. Consequently, the standard deviation reveals that students' answers were relatively far from the mean implying that some students performed much better than others concerning this aspect.

When it comes to the third aspect assessed, namely, *identifying expressions and set of utterances that act to create meaning*, the mean of correct answers was 3 out of 6 items evaluated showing that students' answers represent the estimated average related to the aspect; standard deviation points that students were not so far from the mean suggesting that they in general answered got almost the same number of right answers. On the other side, the final aspect *recalling important words and ideas* students in general got 3 out of 8 correct items suggesting that they were under the average this aspect comprised. Although the standard deviation was the same as the previous aspect, students in this case were not so far from the meaning but their performance was not good taking into consideration the number of items assessed.

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After teaching four lessons (see planning in Appendix 2), students were asked to take the test again in order to show their progress if any. The following table shows the right answers that students got individually in each aspect considering the number of items described above related to the final test. Standard deviation indicates that the values obtained from these aspects in the final test are separated one from another, based on the mean resulting from the students' right answers.

	Discriminating between sounds	Recognizing words and understanding their meaning	Identifying expressions and set of utterances that act to create meaning	Recalling important words and ideas
N° Items	5	11	6	8
S1	1	9	6	3
S2	4	10	6	7
S3	1	3	4	4
S4	0	5	6	6
S5	2	10	4	0
Total	8	37	26	20
Mean	2	7	5	4
Standard deviation	1,516575	3,20936	1,095445115	2,738613

Table 3. Students' right answers in the final test.

As Table 2 and Table 3 show, students made a certain improvement in three aspects but not in one. Regarding the aspect *discriminating between sounds*, students got the same number of correct items in total; however, in terms of standard deviation students were a little bit further from one another implying that while some students might have learned and applied the strategies taught, others might have not implemented the different strategies to answer this type of questions. In contrast, concerning the aspect *recognizing words and understanding their meaning* the number of right answers increased suggesting that students might have applied the strategies to some degree, but when it comes to standard

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deviation it also increased to almost one point, indicating that students were further from the mean. when they finished the process.

The next table presents information about the number of right answers in each aspect assessed and the comparison between the diagnostic and the final test. Students presented a higher number of right responses in the majority of the aspects, being identifying expressions and set of utterances that act to create meaning the aspect with higher improvement, *recalling important words and ideas* the second more developed, and finally *recognizing words and understanding their meaning* as the one developed the least. Taking into account the number of items assessed in each aspect, it was multiplied for the number of students so as to get an overall result per aspect.

	Discriminating between sounds	Recognizing words and understanding their meaning	Identifying expressions and set of utterances that act to create meaning	Recalling important words and ideas
N ^a of items	30	55	30	40
Initial test	8	32	16	14
Final test	8	37	26	20
Improvement	0%	9%	33%	15%

Table 4. Students' results in the diagnostic and final test.

As it was shown above, the number of students' right answers regarding the aspects assessed shows that students were able to get the highest number of answers correct regarding the aspect *identifying expressions and set of utterances that act to create meaning*; for instance, students got 16 right answers in the diagnostic test while in the final test they got 26. From the previous information, it is evident that students in general applied the strategies and tips taught in this specific lesson which allowed them to get a higher number of right answers. Among the strategies used to facilitate students' improvement were the use of illustrations, along with the use of smartphones, aimed at identifying important expressions when students listened to dialogues. Prior to the implementation,

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students were contextualized into the topic of the dialogues, and also they were taught about useful phrases that helped them answer the questions.

On the other hand, in the aspect *discriminating between sounds* the number of right answers remained the same after having delivered all the lessons, showing no increase; students answered the same number of questions correctly (8) in the diagnostic as well as the final test. It means that the strategies applied when carried out this lesson may have not worked for students in general or students found this aspect harder to understand due to the complexity of word sounds. In fact, students manifested to listen to the audios several times despite having a context which helped them answer the items.

Concerning the aspect called *recognizing words and understanding their meaning* there was little improvement in students' performance since they got 32 right answers in the diagnostic and 37 in the final test. Finally, in the aspect *recalling important words and ideas*, students' right answers in the diagnostic test were 14 but in the final were 20, suggesting these two ultimate aspects were a little bit more difficult for students to master while they were having the lessons.

From a statistic perspective, percentages revealed a significant improvement among one out of the four aspects assessed through the implementation of MALL. The differences between one aspect and another let us pinpoint in a clear way that there was an aspect highly developed as it might be seen in the previous table. That is to say, between the right answers of the initial and the final test there is a wider difference in terms of the *identifying expressions and set of utterances that act to create meaning* aspect, increasing a 33% more from one test to the other. This might have been due to the fact that students could master the strategies taught when they were asked this type of questions, which involved the identification of certain expressions.

4.1.1. Listening skill aspect developed the most. From data gathered during the lessons taught corresponding to each single aspect, the use of listening tasks affirmed that students did better concerning the *identifying expressions and set of utterances that act to create meaning* aspect. For instance, table 4 shows the highest scores regarding the aspect and the types of activities designed (see appendix 3).

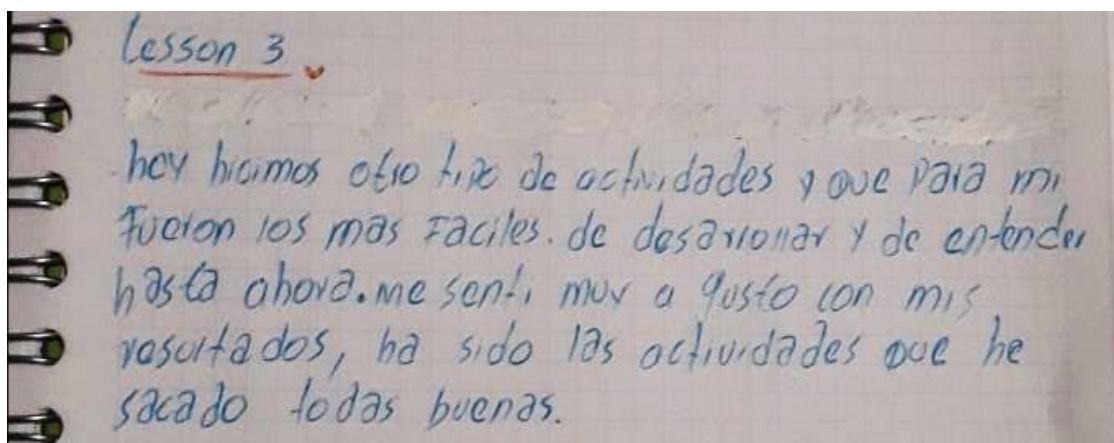
Listening skill aspect	Discriminating between sounds	Recognizing words and understanding their meaning	Identifying expressions and set of utterances that act to create meaning	Recalling important words and ideas
Scores	2,9	3,6	3,7	3,5

Table 5. Students' performance in listening tasks concerning each aspect taught.

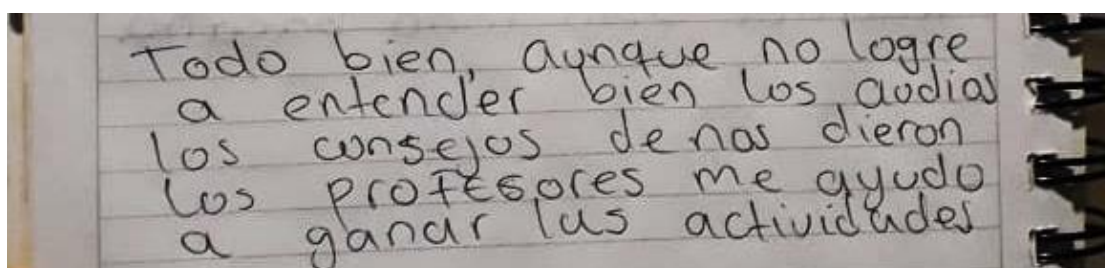
The previous data point out undoubtedly that students' highest performance focuses on this aspect. It is also evident that the second and the fourth aspect present scores quite similar to the third one. The results might indicate that students found either the explanations or the strategies useful to accomplish the objectives of the tasks assigned in the application when it comes to *identifying expressions and set of utterances that act to create meaning*. Even though, it is evidenced that the scores were acceptable taking into account that the highest grade to obtain was 5,0 and the lowest 3,2 according to the evaluation and assessment policies of the school.

On the other hand, students' entries confirmed this listening skill aspect to be the one developed the most when they expressed their experience concerning the type of activities designed in each lesson. For example, in picture 1 and 2 you might see students' writing about their experience in the lesson after being exposed to this type of activities.

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Picture 1. Student 1's entries concerning the lesson number 3.



Picture 2. Student 3's entries concerning the lesson number 3.

Furthermore, the times students played the audios to carry out the activities based on the questions number 5, 6, 7, and 8 in the questionnaire (see Appendix 5) let us conclude that among the four aspects chosen it was *identifying expressions and set of utterances that act to create meaning*, which students found the easiest at getting the answers for the mean in the number of repetitions in contrast to the average number of repetitions regarding the other aspects (see Table 6).

Listening skill aspect	Discriminating between sounds	Recognizing words and understanding their meaning	Identifying expressions and set of utterances that act to create meaning	Recalling important words and ideas
Mean	3,4	3,2	3,0	3,2

Table 6. Number of times students played to the audios in each aspect.

The mean score was obtained by making an average of the times students played the audios in each corresponding aspect. Furthermore, from the information presented above it

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can be assumed that *identifying expressions and set of utterances that act to create meaning* was selected as the aspect in which students repeated the audios the least. It means that they got the idea easier to what was intended to answer in comparison with the other aspects. What concerns to the *recognizing words and understanding their meaning* and *recalling important words and ideas*, the mean points to have got the same average expressing that activities developed in these two aspects were generally perceived as being in the same level of difficultness. Lastly, the mean related to *discriminating between sounds* suggests that this aspect was harder to work on when developing the activities proposed in the lessons.

4.1.2. Listening skill aspects showing little progress. As it is evident in Table 4 (see), *recognizing words and understanding their meaning* and *recalling important words and ideas* were also aspects in which students registered progress after taking the tests, suggesting that students' score increased in comparison with the results obtained in the diagnostic test. Nonetheless, there was a significant gap in comparison with the most developed aspect described above. On the other hand, Table 5 (see) evidences that students' performance at the time of carrying out the listening tasks was slightly far from the most developed aspect.

However, as it was said at the beginning of this chapter the aspect in which students performed the least was *discriminating between sounds*. Based on the data gathered through the tests and the listening tasks, students' results show that there was no improvement between the diagnostic and final test; for instance, eight points were got for all the students in the final test, remaining the same score of the diagnostic test (see Table 4).

4.2. Students' perceptions towards the implementation of MALL.

In terms of the second question, students' comments, pieces of writing and opinions let us evidence relevant and rich information which satisfactorily answered the question addressed previously. Findings also suggest that MALL works as an encouraging tool to improve the listening skill in L2 lessons and to provide students with another way to acquire easily one of the L2 skills. From the amount of data gathered through the students' diaries (see Appendix 4) and questionnaire (see Appendix 5), there were some recurrent answers from students as follows:

4.2.1. MALL as a facilitator of learning. Students found the activities implemented in the lessons and the strategies taught very useful for accomplishing the goals regarded to this aspect. Based on the answers given by students in question number twelve (*¿Cómo te sentiste usando MALL en las clases de inglés? ¿Por qué?*), there is a common pattern which points to the advantages that MALL offers to the learners. Consecutively, there is a table which presents some of the students' answers to question mentioned above.

Student	Answers
S1	Bien, es una <i>buena idea para ayudar al aprendizaje.</i>
S4	Bien ya que nos sirvió un poco para mejorar nuestro Inglés
S5	Me pareció bien por el tipo de estudiantes que estaban <i>ya que a algunos no les gusta escribir mucho. Y eso les facilita hacer las cosas.</i>

Students' answers to the 12th question of the questionnaire.

Considering the information presented above, MALL was perceived by the students in general as a strategy that facilitates learning English. For instance, Student 1's answer shows her positive perception stating that MALL is a good idea for supporting her own learning process. Moreover, student 4 manifested to have improved his English abilities concerning the listening skill by using MALL. Finally, student 5 presented some reasons of

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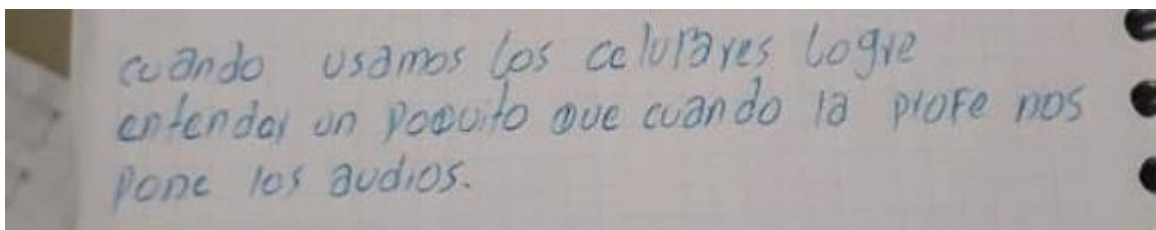
how MALL can be helpful for his partners since they do not like to write that much as they are used to in conventional English lessons.

Additionally, in response to the question number 14 (*¿Te gustaría seguir usando MALL en tu proceso de aprendizaje? Sí, no, tal vez. ¿Por qué?*), students' answers have much in common with the previous responses regarding its usefulness. For example, student 4 restated the fact that MALL might help him improve his listening capabilities while student 5 expressed that this strategy might work as alternative solution to upload assignments, as it is shown below in Table 8:

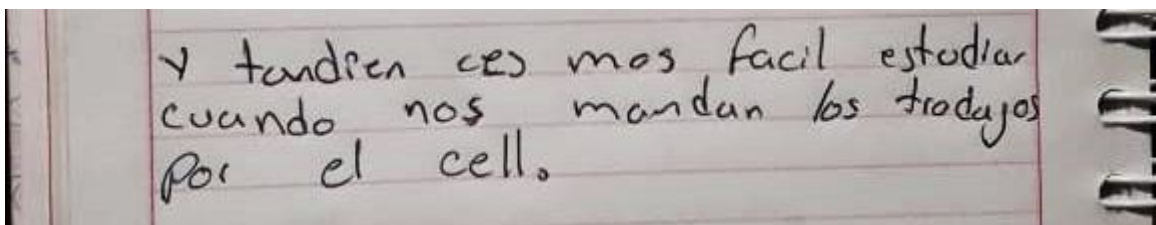
Student	Answers
S4	Sí, porque sería de buena ayuda para nosotros, para así ir mejorando en la escucha
S5	Si me gustaría seguir usando MALL <i>porque se me facilitaría un poco más enviar ciertos tipos de trabajos.</i>

Students' answers to the 14th question of the questionnaire.

Students' perceptions were also reflected in the diaries which showed similar comments supporting this finding. In the following pictures there is evident some of the students' entries about their feelings and experiences after attending the lessons:



Picture 3. Student 1's entry regarding lesson number 1

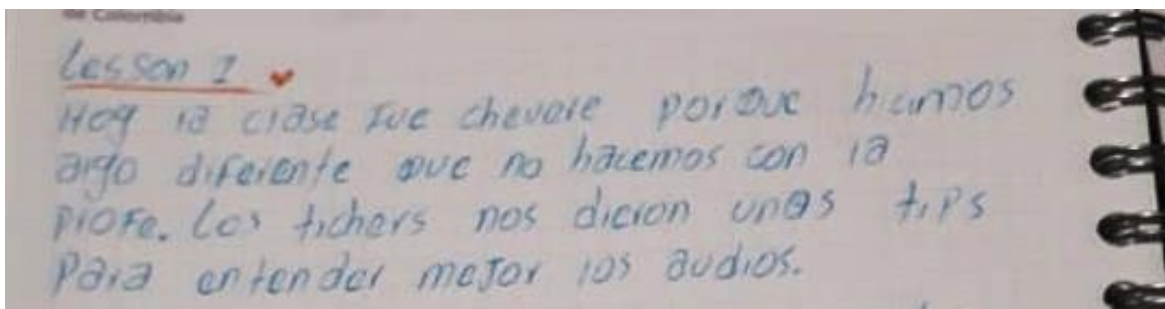


Picture 4. Student 4's entry regarding lesson number 2

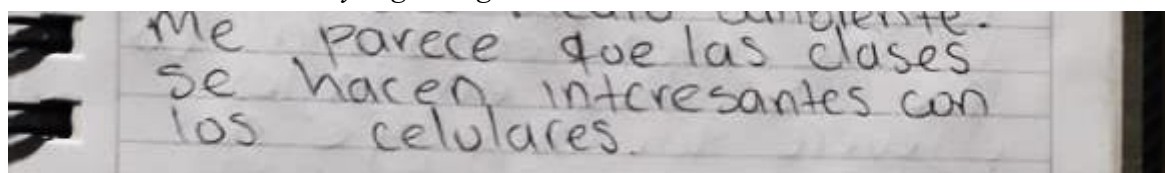
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Entries confirm that students felt that the use of MALL certainly played an important role in the development of their listening skill and at the same time, facilitated in different ways the fulfillment of the activities proposed during the lessons. Moreover, it was also perceived that with MALL is easier to study when it comes to assignments and homework as it is clearly noticeable in picture 4 (see).

4.2.2. MALL as a new strategy to learn by doing. Findings point out that MALL can easily be implemented as an alternative option for students to foster their listening skills in a dynamic way that keeps them learning through a mean which they are exposed most of the time. For instance, in the following pictures S1 and S2's entries agreed on that MALL is something different from what they are accustomed to do with the main teacher in English lessons.



Picture 5. Student 1's entry regarding lesson number 1



Picture 6. Student 2's entry regarding lesson number 1.

With respect to the answers obtained to the question number 15 in the questionnaire, (*Desde tu rol como estudiante ¿Qué sugerencias podrías hacer respecto al uso de MALL en las clases de inglés?*), student 1 suggested continuing applying this strategy in their learning process since it represents a nice way to learn English. In addition, student 2 expressed that with MALL learning becomes more entertaining.

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Student	Answers
S1	Que se siga usando este método, es <i>como un poco más chévere hacerlo desde el celular</i> .
S2	Aro así como está bien ya q nos entretiene y ayuda a aprender

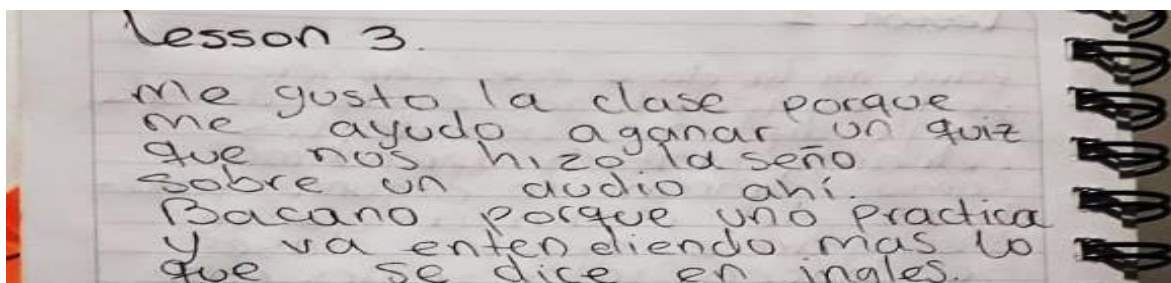
Students' answers to the 15th question of the questionnaire.

In addition to the previous comments supporting this finding, it is also noticeable that some of the students perceive MALL as a didactic and practical method to learn. To expand this idea, S5 in response to question number 1 (*¿Qué opinión tienes del uso de celulares en el proceso de aprendizaje? ¿Por qué?*), expressed that if mobile devices are used properly for academic purposes, students might surely take advantage of them as it is demonstrated in the next table:

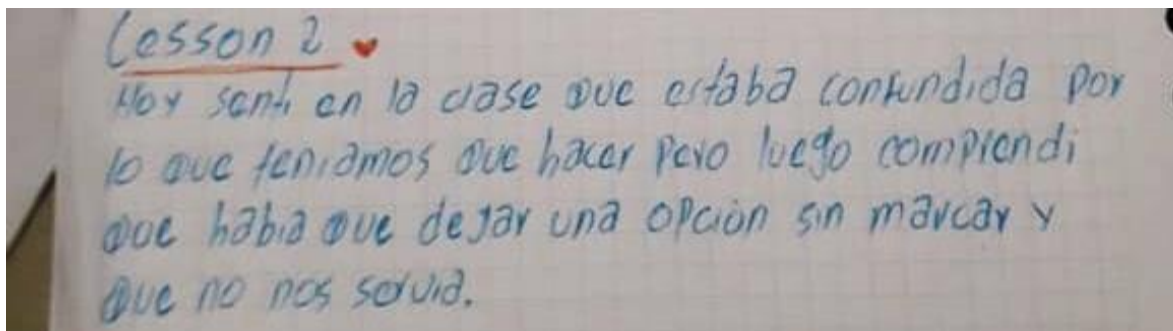
Student	Answers
S3	Útil, porque así se pueden hacer las <i>clases más didácticas</i>
S5	El uso de celulares en el proceso de aprendizaje es bueno en ciertos aspectos, ya dependiendo de los estudiantes. Hay estudiantes que no lo usan solo para el proceso de aprendizaje, si no que aprovechan ese tipo de oportunidades para hacer otro tipo de cosas no productivas, en cambio que otro tipo de estudiantes si lo <i>utilizan para avanzar o sacar provecho</i> ya que se les facilita mucho hacer trabajos para el proceso de aprendizaje. Y en ese caso si es muy útil.

Students' answers concerning question number 1 in the questionnaire.

In the same line of ideas, practicality of MALL was also presented when S2 in his diary entry confessed to have passed a listening quiz with high score in the English subject with the main teacher (see Picture 7). Furthermore, S1 considered that the activities including images and audios designed through MALL showed attractiveness to her, addressing MALL as a nice strategy (see Picture 8).



Picture 7. S2's entry regarding lesson 3.



Picture 8. S1's entry regarding lesson 2.

4.2.3. MALL as a developer of different linguistic competences. In addition to the previous information, students expressed that MALL helped them not only with the improvement of their listening capabilities but also with pronunciation and vocabulary aspects. For example, in question number 12 (see Appendix 5) and 16 (*¿Consideras que MALL te ayudó para mejorar tu habilidad de escucha? ¿Por qué?*) students answers pointed to the fact that they had learned to pronounce phrases and expressions as well as improving their listening skills because of the implementation of mobile devices in the lessons.

Student	Answer
S3	Bien, porque aprendí pronunciar frases y expresiones, y mejorar la escucha de ellas

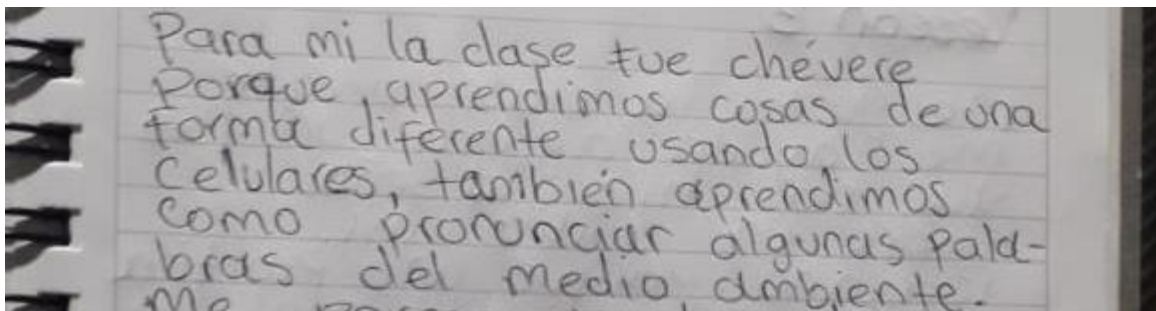
Student 3's answer to the 12th question of the questionnaire.

Student	Answer
S4	Sí, porque así pude saber algunas pronunciaciones

Student 4's answer to the 16th question of the questionnaire.

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Confirming this result, S2's entry in his journal reaffirms that MALL along with the lessons taught helped him learn to pronounce some words related to the environment topic as you might see in the following picture:



Picture 9. Student 2's entry regarding lesson 1.

4.2.4. Emerging pitfalls about the implementation of MALL. Some students manifested to be concerned about the execution of some aspects when having the lessons in the process. Besides, some recommendations were also provided for students so as to improve this English practice at the educational establishment. Aspects such as audio speed, misuse of smartphones and teaching practice were the factors receiving less acceptance. The previous information is shown in the following tables:

Student	Answer
S4	Me hubiese gustado que las clases fueran más llamativas

Student 4's answer concerning question number 15 of the questionnaire.

Student	Answer
S5	... Hay estudiantes que no lo usan solo para el proceso de aprendizaje, si no que aprovechan ese tipo de oportunidades para hacer otro tipo de cosas no productivas...

Student 5's answer concerning question number 1 of the questionnaire.

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Student	Answers
S1	Tuve que escucharlo varias veces en algunas ocasiones porque no entendía muy bien.
S2	Como tres veces ya q aveces iba muy rápido
S3	2 por no entendí a la primera
S4	3, porque no sabía algunas expresiones
S5	4 ya que no se entendía bien los audios

Students' answers to question number 4 in the questionnaire.

From the previous students' answers, S5's response points the fact that some students were using their smartphones with useless activities that did not provide any benefit for their learning process. On the other side, the former information represents what students responded to the question number 4 (*¿Cuántas veces necesitaste escuchar el audio en cada ítem? ¿Por qué?*). They confessed to have had repeated the audios up to 4 times before understanding and answering the items assessed because of the speed and the lack of vocabulary.

5. Discussion

This study aimed to explore which aspect of the listening skill students developed the most when implementing MALL and what were their perceptions towards the use of smartphones in EFL lessons. Concerning the first question, the results suggest that *identifying expressions and set of utterances that act to create meaning* was the aspect students developed the most, and being *discriminating between sounds* the least developed. It evidences that students found the type of activities (see planning in Appendix 1) regarding the first aspect easier than the others, whereas they perceived the tasks of the second aspect more difficult and harder to carry out.

Results gathered from the questionnaire, tests, and listening tasks clearly show that this aspect was developed the most among the others. There was a variable emerged from the answers based on the data gathered from the instruments mentioned before; *identifying expressions and set of utterances that act to create meaning* was highly notable in recurrent answers to the aspect in the questionnaire, also got the highest percentage in terms of scores regarding right answers in both tests, and the highest score in listening tasks confirming students' development of the aspect. As there have not been conducted previous studies on this specific subject area concerning listening skill aspects, further research needs to be done so as to either validate or invalidate the results presented above.

In terms of the second question addressed to this study, findings confirm the conclusions of other studies (Zhang, 2016; Mindog, 2016; Liu et al, 2017). It means that students generally perceive the use of mobile devices in learning as a facilitator of learning, a new strategy to learn by doing, a developer of different linguistic competences. However, there were some drawbacks addressed by the students concerning the misuse of

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smartphones during the lessons, the speed of audios and lack of vocabulary, and teaching practice when implementing MALL.

Through the questionnaire and students' diaries, answers and entries revealed that MALL works as a facilitator of learning. In general, students agreed that this strategy somehow eases the development of listening skill aspects, acting as an aid for their learning process. As Mindog's (2016) conclusions showed, responses obtained confirmed that MALL is an alternative strategy to learn by doing; most of the students remark its practicality and dynamism when carrying out activities and assignments in and outside the classroom. Similar to the findings of Liu et al. (2017), this study found that MALL helps learners develop other linguistic aspects such as pronunciation and vocabulary apart from listening skill aspects; evidences show that students acquired new words and expressions, and also they stated to have learned the pronunciation of certain words related to the topics.

Nevertheless, students manifested some concerns in terms of the misuse of smartphones in the classroom since there were some partners who were doing other things that were not related to the lessons; a clear disadvantage previously addressed by Woodcook et al. (2012), and Williams & Pence (2011). Accordingly, another tendency reflected in the results focuses on the speed of the audios and the lack of vocabulary, to what students expressed to have felt at some point unable to deal with the activities proposed but, in the end, they managed to get the right answers. Last but not least, findings also point to teaching practices when implementing the lessons; it means that few students perceive that the methodology teachers used need improvements regarding the activities designed for students in this research, in consideration of keeping them actively committed to their own learning process.

6. Conclusion

This study, along with Kim (2013), confirms that MALL is an efficient strategy to develop listening skills in the L2, especially concerning the *identifying expressions and set of utterances that act to create meaning* aspect. Qualitative and quantitative data indicate that learners could improve not only in one aspect but also in most of them, which demonstrate that the use of MALL serves as a fundamental aid when it comes to the development of listening skills in general.

In respect to the second question this inquiry also states that MALL can be used as a different strategy to learn a foreign language, and seen as a facilitating tool in which students find learning interesting and dynamic. This study also confirmed that students in general consider the use of smartphones in English lessons as a motivating factor, although there is sometimes the chance of using them in a wrong way.

In this sense, this inquiry opens the way for future research in terms of the listening skill aspects or another language skill in which MALL might be useful, and learners' perceptions towards the use of smartphones for learning purposes. Nonetheless, some aspects should be considered when researching in this subject area.

6.1. Limitations and Implications

There were significant aspects that directly affected the process of the implementation of MALL and the gathering of information during the lessons described in detailed below.

To start with, the period of time in which the lessons were implemented was not enough. Because of the time and external factors such as cultural events, it was hard to develop the last lessons completely, so it was necessary for students to finish some of the activities outside the classroom. As a result, some answers might be biased what does not

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guaranteed at all that students did the activities on their own as they had been working during the lessons.

Second, it is suggested for future research to take into account all the listening skills aspects according to Rost (1991). Having this in mind, researchers might have a complete coverage of the aspects this skill comprises and richer information might emerge from the data collected, providing coming studies with a more complete assumption and standpoint of this subject of research.

Another point worth noting revolves around the number of sample chosen for this study. Although the former was chosen at random with a total of five students, more participants need to be included so as to get richer data which might allow gathering more information that may contribute to find out more interesting findings. Therefore, results and conclusions might be more valid and reliable.

The use of mobile phones applications may surely play a significant role on the successful implementation of MALL. In this study were utilized two different apps interrelated each other, namely, Google classroom and Google forms, which allowed to upload and implement tasks, activities and even the questionnaire administered. Even though, there is a huge range of mobile applications available in the app stores and every day new learning applications are released, which might offer more facilitations and tools when implementing MALL for listening skill objectives.

Finally, external factors such as noise and internet connection affected somehow the normal course of the lessons. As students were working with listening material, either a quiet place or earphones may be needed in order for students to listen without any problem. Besides, searching for an independent wireless network and assuring stable connection guarantee the quick access to both information and activities uploaded in the cloud.

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8. Appendixes

Appendix 1.

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica
LESSON PLAN 1

STUDENT TEACHER: Caro John; Peinado Libardo **SCHOOL:** Camilo Torres
GRADE: 10-2 **HOURS/WEEK:** 4 **UNIT TITLE:** The environment **LESSON DATE:**
 22-10-2019 **TIME:** 2:00

TASK/PROJECT/PROBLEM (Instructional goal) for a unit of study	Learning outcomes/objectives for a lesson.	Lesson Teaching Points (For both content and language)
Students are provided with an activity uploaded in Google Classroom, in which they have two images of words with homonym sounds. They will listen to a phrase and have to choose the correct option based on the context mentioned	-Ss are able to discriminate between sounds of words the appropriate option according to what it is being asked.	- Vocabulary of environment. - Similar pronunciation words

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
Ts give to ss pieces of cardboard in which there are some words related to environment and they try to guess the meaning of each one, then Ts tell them the meaning and ask about what topic the words are related to.	Pieces of cardboard	10m
Core activities		
- Ts display some images about the environment; then ask ss for their meaning and pronunciation. If any mistake Ts correct. After that, different ss will paste the correspondent word written on the pieces of cardboard to each picture shown. - Ts ask ss to get access to Google Classroom and look for activity number 1 regarding this aspect.	Video beam Laptop Board / tape Pieces of cardboard	30 min

USING MALL TO ENHANCE 10TH GRADERS' LISTENING SKILL

<p>There, ss are asked to listen to a sentence which includes one of the words given as an option.</p> <p>- Ts implements MALL through Google classroom and forms to do an activity in which ss will hear 10 questions related to the topic already taught and answer using their cellphones. The answers will be shown after choosing the option.</p>	<p>Speaker Audios Smartphones</p>	<p>20 min</p> <p>20 min</p>
<p>Closure</p> <p>Ts show three images and play an audio saying one word. Students then will choose which the image is corresponding to the word mentioned in the audio.</p>	<p>Speaker Audios Smartphones</p>	<p>20 min</p>

ASSESSMENT:

- Students' performance in the activities.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:

Students show high receptiveness towards the implementation of MALL in this lesson. However, they listened to the audios several times.

OBSERVATIONS AND COMMENTS:

Lesson was not finished today, so another day will be needed to accomplish the activities and goals of the lesson.

Formative Supervisor's Signature

Mentor's Signature

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica
LESSON PLAN 2

STUDENT TEACHER: Caro John; Peinado Libardo **SCHOOL:** Camilo Torres
GRADE: 10-2 **HOURS/WEEK:** 4 **UNIT TITLE:** The environment **LESSON DATE:**
 29-10-2019 **TIME:** 2:00

TASK/PROJECT/PROBLEM (Instructional goal) for a unit of study	Learning outcomes/objectives for a lesson.	Lesson Teaching Points (For both content and language)
- Students will listen to a mini-talk three times to complete a short text which is the transcription, it has 18 words missing. Students will write the words they listen related to the vocabulary of environment in each space of the text.	-Ss are able to recognize words when listening to a phrase or mini-talk and understand what they mean according to the context given.	- Vocabulary of environment. - Words in context.

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
Ts play a short video about the different environment issues in the world and then ask students about specific information related to the vocabulary they learned last class. Ts ask students for any doubts and give feedback regarding unknown vocabulary.	Video Laptop Video beam Speaker	15m
Core activities		
- Ts ask students to get access in the app and read the instructions given before doing the task. Ss will access to the activity uploaded in Google forms and will carry out an activity called <i>Get it right</i> , which consists on listening to some dialogues and choosing the word that best represents what they hear.	Video beam Laptop Smartphones	20 min
- Ts give feedback regarding the answers of the activities and give some clues to students that might work to get the right answer when they are		10 min

USING MALL TO ENHANCE 10TH GRADERS' LISTENING SKILL

<p>asked this type of questions.</p> <ul style="list-style-type: none"> - Ts now, implements another task using the applications but this time providing students with a short text which is the transcription of a mini-talk but with a number of 18 words missing. Students will listen to the mini-talk three times to complete the text and fill the gaps. - Ts monitors and verify that all the students have sent their responses through Google forms, and the Ts give feedback concerning any doubt. 	Smartphones	20 min
<p>Closure</p> <p>Ts give students a text cut into slips of paper that students will organize according to the audio in which it was based.</p>	<p>Pieces of paper Audios Speaker</p>	10 min

ASSESSMENT:

- Students' active participation in the activities designed.
- Students' performance in the activities.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:

Some students at some point were bored due to the type of activities done in class. But also, they showed a certain level of curiosity for knowing how to recognize the words when listening to an audio.

OBSERVATIONS AND COMMENTS:

Formative Supervisor's Signature

Mentor's Signature

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LESSON PLAN 3

STUDENT TEACHER: Caro John; Peinado Libardo **SCHOOL:** Camilo Torres
GRADE: 10-2 **HOURS/WEEK:** 4 **UNIT TITLE:** The environment **LESSON DATE:**
 08-11-2019 **TIME:** 2:00

TASK/PROJECT/PROBLEM (Instructional goal) for a unit of study	Learning outcomes/objectives for a lesson.	Lesson Teaching Points (For both content and language)
Students will access to the activity done in Google forms and will carry out an activity called <i>Making notes</i> which consists on listening to a dialogue and answering a number of 5 questions about specific and general information. Students will hear the dialogue three times.	-Ss are able to identify words and set of utterances that act to create meaning when listening to dialogues and general conversations.	<ul style="list-style-type: none"> - Vocabulary of environment. - Specific expressions about the environment.

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
<ul style="list-style-type: none"> -Ts play and audio of different conversations, and at the same time a picture is displayed on the board showing the main topic of the conversation. Students will say which expressions of the audio might help them to guess the topic of the conversation without looking at the picture. - Ts then give feedback and teach students some common expressions referring to the environment. 	Video Laptop Video beam	20 min
Core activities		
<ul style="list-style-type: none"> - Ts implement a task using the applications but this time, students will listen to short dialogues related to news and comments about the environment and they will choose the correct answer with their cellphones - Ts give feedback regarding the answers of the activities and help students to understand the dialogues, and teach new words. 	Video beam Laptop Smartphones	20 min

USING MALL TO ENHANCE 10TH GRADERS' LISTENING SKILL

<ul style="list-style-type: none"> - Ts now, ask students to get access in the app and to read the instructions given before doing the task. Ss will access to the activity done in Google forms and will carry out an activity called <i>Making notes</i> which consists on listening to a dialogue and answering a number of 5 questions about specific and general information. Students will hear the dialogue three times. - Ts monitors and verify that all the students have sent their responses through Google forms, and the Ts give feedback concerning any doubt. 	<p>Video beam Laptop Smartphones</p>	<p>30 min</p>
<p>Closure</p> <p>Ts ask students to make short sentences about the environment in pairs and they will say aloud the phrase in front of their partners. The rest of the ss will try to figure out what the meaning of the phrases are.</p>		<p>30 min</p>

ASSESSMENT:

- Students' performance when doing the activities
- Students' participation and comments in the lesson

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:

Students were very participative and eager to do the activities proposed, they showed interest through their comments and interventions in the class. The tasks results showed that most of the students got high grades.

OBSERVATIONS AND COMMENTS:

Students felt more motivated when doing the activities.

Formative Supervisor's Signature

Mentor's Signature

Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica
LESSON PLAN

STUDENT TEACHER: Caro John; Peinado Libardo **SCHOOL:** Camilo Torres
GRADE: 10-2 **HOURS/WEEK:** 4 **UNIT TITLE:** The environment **LESSON DATE:**
 15-11-2019 **TIME:** 2:00

TASK/PROJECT/PROBLEM (Instructional goal) for a unit of study	Learning outcomes/objectives for a lesson.	Lesson Teaching Points (For both content and language)
<ul style="list-style-type: none"> - Students will hear a conversation about environmental practices and specific information between an ecologist and a swimmer. They will choose the correct answer based on the information they gathered. 	<ul style="list-style-type: none"> -Ss recall important words and ideas that help to easily answer the questions when listening to conversations and talks. 	<ul style="list-style-type: none"> - Vocabulary of environment. - Making notes about important information.

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
<p>Ts play a short talk about one of the worst environmental disasters in Colombia's history. Students listen carefully and write important facts that help them answer some questions prepared for the teachers.</p> <p>-Ts verify the answers and compare their answers with the correct ones.</p>	<p>Audio Speaker</p>	<p>20 m</p>
Core activities		
<ul style="list-style-type: none"> - Ts ask students about the type of information they listened and the type of questions they answered and explain the features what this aspect involves. 	<p>Board Markers</p>	<p>15m</p>
<ul style="list-style-type: none"> - After that, Ss listen to a talk again and answer the questions provided through the use of smartphones in the application in which they choose the right option with multiple choice answers. 	<p>Smartphones</p>	<p>20 m</p>

USING MALL TO ENHANCE 10TH GRADERS' LISTENING SKILL

<ul style="list-style-type: none"> - Ts monitor and verify that all the students have sent their responses through Google forms, and the Ts give feedback concerning any doubt. 	Smartphones	20 m
<ul style="list-style-type: none"> - Ts perform an interview and ask students to pay attention and listen carefully to important information when either somebody asked or answered. After this, Ts develop a set of questions and students answer based on what they recall. 	Role play Set of questions	20 min
<ul style="list-style-type: none"> - Ss develop the activity uploaded in Google classroom about the interview of a swimmer in which they are asked to answer multiple choice items based on the information previously heard. 	Smartphones	20 min
<p>Closure</p> <ul style="list-style-type: none"> - Volunteer students make a role play in which one of them is a famous person and the other is an interviewer. Interview focuses on taking care of the environment. 	Role play	30 min

ASSESSMENT:

- Students' participation in the lesson.
- Students' performance regarding the activities proposed.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:

OBSERVATIONS AND COMMENTS:

One of the activities was not carried out so we asked students to work at home in order to finish the lesson.

Formative Supervisor's Signature

Mentor's Signature

Appendix 2.



Euro A1 Webset - Listening - QUESTION PAPER

TASK ONE: Short Conversations – Questions 1-5

Listen to two people talking about a family photograph.

- You will hear six short conversations.
- Match each name with a person in the picture.
- Place an X in the correct box on your Answer Sheet.
- You will hear each conversation twice.
- You will hear an example.



Short Conversations - Questions 6-11

You will hear two people talking about which things to buy in a shop.

- You will hear six short conversations.
- Listen and decide which object they are talking about.
- There is one object which you will not need.
- Place an X in the appropriate box on your Answer Sheet.
- You will hear each conversation twice.

Pictures





TASK TWO: Making Notes – Questions 12-17

You will hear a woman talk about her new house

- There are six questions.
- You have **one** minute to read the questions.
- Now listen. Answer each question with one word.
- You will hear the recording twice.

12. How many people live in the house?
13. Where is the house located?
14. How many rooms are there in the house?
15. What is the color of the front door?
16. What is the size of the garden?
17. What are the nearest shops?

TASK THREE: Multiple-Choice Listening – Questions 18-22

You will hear about a family trip to the beach.

- On the test paper you have 6 questions.
- The first is an example and has been done for you.
- Choose the best picture (A, B, or C).
- Place an X in the appropriate box on your Answer Sheet.
- You will hear the recording twice.

Example: What was the weather like?
The correct answer is: **A**.



A

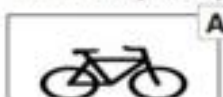


B



C

11. The family went by...



A



B



C

12. What did Margaret do?



A



B



C

13. What was Betty collecting?



A



B



C

14. What did Dave do?



A



B



C

15. What did they do in the evening?



A



B



C



Radio Interviews – Questions 23-30

You will hear two interviews.

- On the test paper you have eight multiple-choice questions about the two interviews.
- Choose the best response (A, B, or C) for questions 23-30.
- Place an X in the appropriate box on your Answer Sheet.
- You will hear the recordings twice.
- You have one minute to read the questions before each interview.

Interview 1

23. How often does he travel?
A. Every month.
B. Once a year.
C. Very often.
24. Where is Mr. Ward going?
A. Turkey.
B. Italy.
C. Spain.
25. How much does he spend at the airport?
A. Less than 10 pounds.
B. More than 20 pounds.
C. Less than 20 pounds.
26. How does he spend his time at the airport?
A. He checks the news on his phone.
B. He reads different magazines.
C. He plays on his phone.

Interview 2

27. What languages does Mr. Turner speak?
A. Spanish and French.
B. German and French.
C. Spanish and German.
28. What's his MAIN reason for choosing Italian?
A. He thinks it's like Spanish.
B. He thinks it will be easy.
C. He loves the country.
29. How long is he staying?
A. For one year.
B. For eight months.
C. For six weeks.
30. In Rome, Mr. Turner is living...?
A. with a family.
B. in a flat by himself.
C. at a hotel.

You now have five minutes to check your work.

Write your answers in the Answer Sheet.

Do not write the booklet.

STUDENT NAME: _____

USING MALL TO ENHANCE 10TH GRADERS' LISTENING SKILL



ANSWER SHEET

Name: _____

Directions: Place a X in the appropriate box.

TASK 1. Short conversations

	A	B	C	D	E	F	G
Example				X			
1. Peter							
2. Jack							
3. Jane							
4. Mark							
5. Maggie							
6							
7							
8							
9							
10							
11							

TASK 2. Making notes

12.	13.
14.	15.
16.	17.

TASK 3. Multiple-Choice Listening

	A	B	C
18			
19			
20			
21			
22			

Interview 1

	A	B	C
23			
24			
25			
26			

Interview 2

	A	B	C
27			
28			
29			
30			



ANSWER SHEET

Name: _____

Directions: Place a X in the appropriate box.

TASK 1. Short conversations

	A	B	C	D	E	F	G
Example				X			
1. Peter							
2. Jack							
3. Jane							
4. Mark							
5. Maggie							
6							
7							
8							
9							
10							
11							

TASK 2. Making notes

12.	13.
14.	15.
16.	17.

TASK 3. Multiple-Choice Listening

	A	B	C
18			
19			
20			
21			
22			

Interview 1

	A	B	C
23			
24			
25			
26			

Interview 2

	A	B	C
27			
28			
29			
30			

What's the word?

Appendix 3.

**Obligatorio*

Full Name *

Tu respuesta

1. *

☐ Waist

☐ Waste

2. *

☐ Air

☐ Hair

3. *

☐ Pair

☐ Pear

4. *

☐ Three

☐ Tree

5. *

☐ Sun

☐ Son

6. *

☐ Beach

☐ Bitch

7. *

☐ Ear

☐ Hear

8. *

☐ Sea

☐ See

9. *

☐ Weak

☐ Week

10. *

☐ Night

☐ Knight

ENVIAR

docs.google.com/form

Training the Ears



Listen to the audio and choose the correct word.

**Obligatorio*

Full Name *



Tu respuesta

Item 1 *



☐ Option 1 ☐ Option 2

Item 2 *



☐ Option 1 ☐ Option 2

Item 3 *

☐ Option 1 ☐ Option 2

Item 4 *

☐ Option 1 ☐ Option 2

docs.google.com/form

Get it right!



Listen to the dialogues and choose the word that best represents what you hear. There is one image you will not need.

**Obligatorio*



Full Name *

Tu respuesta



Options

☐ A ☐ B

☐ C ☐ D

☐ E ☐ F

1. *

☐ A

☐ B

☐ C

☐ D

☐ E

☐ F

USING MALL TO ENHANCE 10TH GRADERS' LISTENING SKILL

docs.google.com/form

Environment Minitalk

Choose the correct word to fill in each space.

***Obligatorio**

Full name *

Tu respuesta

1

Pollution is the degradation of natural 1. _____ by external substances introduced directly or indirectly. Human health, 2. _____ quality and aquatic and terrestrial 3. _____ may be affected and altered permanently by this issue. 4. _____ occurs when 5. _____ cannot eliminate substances introduced into the 6. _____. The sources of 7. _____ are numerous. The identification of these different 8. _____ and their effects on ecosystems is complex. They can come from 9. _____ or the result of human activity, such as 10. _____. 11. _____, and nuclear accidents. These can have terrible consequences on people and 12. _____ where they live: destruction of the 13. _____, increased mortality of the human and 14. _____, destruction of 15. _____, damage caused to the quality of 16. _____, 17. _____ and 18. _____.

Tu respuesta

2

Pollution is the degradation of natural 1. _____ by external substances introduced directly or indirectly. Human health, 2. _____ quality and aquatic and terrestrial 3. _____ may be affected and altered permanently by this issue. 4. _____ occurs when 5. _____ cannot eliminate substances introduced into the 6. _____. The sources of 7. _____ are numerous. The identification of these different 8. _____ and their effects on ecosystems is complex. They can come from 9. _____ or the result of human activity, such as 10. _____. 11. _____, and nuclear accidents. These can have terrible consequences on people and 12. _____ where they live: destruction of the 13. _____, increased mortality of the human and 14. _____, destruction of 15. _____, damage caused to the quality of 16. _____, 17. _____ and 18. _____.

Tu respuesta

3

Pollution is the degradation of natural 1. _____ by external substances introduced directly or indirectly. Human health, 2. _____ quality and aquatic and terrestrial 3. _____ may be affected and altered permanently by this issue. 4. _____ occurs when 5. _____ cannot eliminate substances introduced into the 6. _____. The sources of 7. _____ are numerous. The identification of these different 8. _____ and their effects on ecosystems is complex. They can come from 9. _____ or the result of human activity, such as 10. _____. 11. _____, and nuclear accidents. These can have terrible consequences on people and 12. _____ where they live: destruction of the 13. _____, increased mortality of the human and 14. _____, destruction of 15. _____, damage caused to the quality of 16. _____, 17. _____ and 18. _____.

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Making notes

Please, listen to the dialogue and answer the following questions.

***Obligatorio**

Full name *

Tu respuesta

1. What was the natural disaster? *

Tu respuesta

2. How many were affected by the natural disaster? *

Tu respuesta

3. Where did the natural disaster occur? *

Tu respuesta

4. How did the people feel about the situation? *

Tu respuesta

5. Which part of the house was the most affected? *

Tu respuesta

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Environment

***Obligatorio**

Full Name *

Tu respuesta

Question 1

☐ Water

☐ Air

☐ Soil

Question 2

☐ Natural Habitats

☐ Natural disaster

☐ Biodiversity

Question 3

☐ Biodiversity

☐ The planet

☐ Ecosystem

Question 4

☐ Water

☐ Soil

☐ Air

USING MALL TO ENHANCE 10TH GRADERS' LISTENING SKILL

Applying for a job

Please, listen to the job interview and answer the following questions.

***Obligatorio**

Full name *

Tu respuesta

1. What was the woman's last job? * 1 punto

☐ Computer assistant
☐ Manager
☐ Lawyer

2. Who did the woman have trouble some times with? * 1 punto

☐ With the boss
☐ Customers
☐ Her colleagues

3. How many years did the woman worked in her last job? * 1 punto

☐ 6
☐ 13 and a half
☐ 3 and a half

4. When is the woman going to start working at the company if she gets the job? * 1 punto

☐ Next year
☐ The middle of next month
☐ Next month

5. Why is she interested in working at the company? * 1 punto

☐ It has a good image and good salary
☐ It has a good product and excellent benefits
☐ It has a great reputation and wonderful product

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Interview with a swimmer

Please, answer the following questions based on the interview.

***Obligatorio**

Full name *

Tu respuesta

1. What time does the swimmer get up? * 1 punto

☐ At 7 o'clock
☐ At 5 o'clock
☐ At 8 o'clock

2. What does NOT the swimmer have for breakfast? * 1 punto

☐ Toast
☐ Orange juice
☐ Sausage

3. Where does he have lunch? * 1 punto

☐ At the university
☐ At home
☐ At a restaurant

4. What does he do after school? * 1 punto

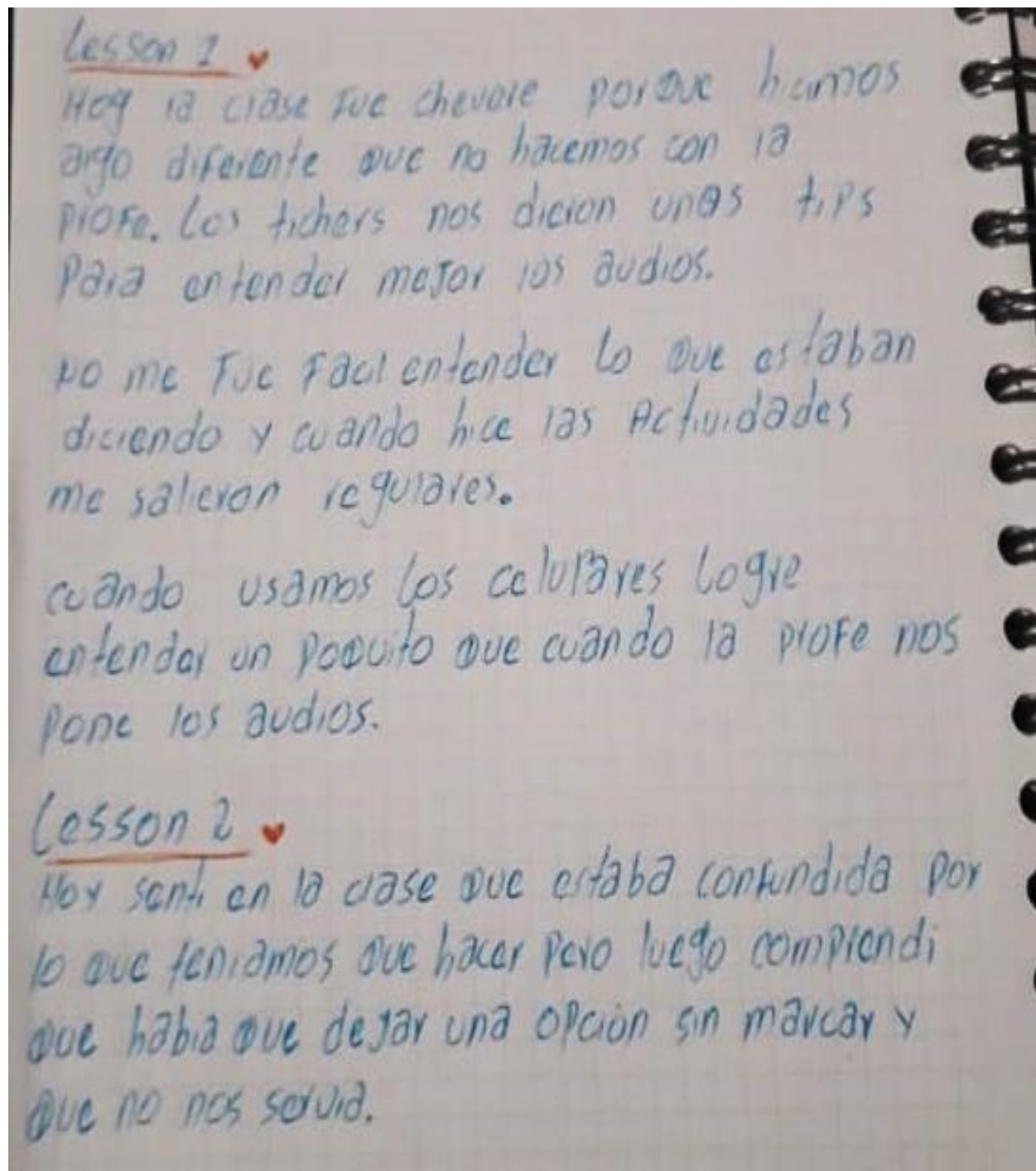
☐ Go to the swimming pool and eat at a cafe
☐ Go to his house and have dinner
☐ Go to the gym and meet with friends at a cafe

5. What does he do before going to bed? * 1 punto

☐ Watch TV or go online
☐ Watch a game or go out
☐ Take a shower or go online

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Appendix 4.



Este tipo de ejercicios donde hay imagenes y escuchamos descripciones para poder responder acertadamente es chevere.

Lesson 3

hoy hicimos otro tipo de actividades y que para mi fueron las mas faciles de desarrollar y de entender hasta ahora. me senti muy a gusto con mis resultados, ha sido las actividades que he sacado todas buenas.

Lesson 4

en esta clase senti que para escuchar bien lo que se nos pregunta debemos prestar atencion. habian unas preguntas que para uno poder responderlas tenia que acordarse de la informacion.

siento que no fue tan dificil, solo me salieron dos respuestas malas.

Lesson 1

Para mi la clase fue chévere porque aprendimos cosas de una forma diferente usando los celulares, también aprendimos como pronunciar algunas palabras del medio ambiente. Me parece que las clases se hacen interesantes con los celulares.

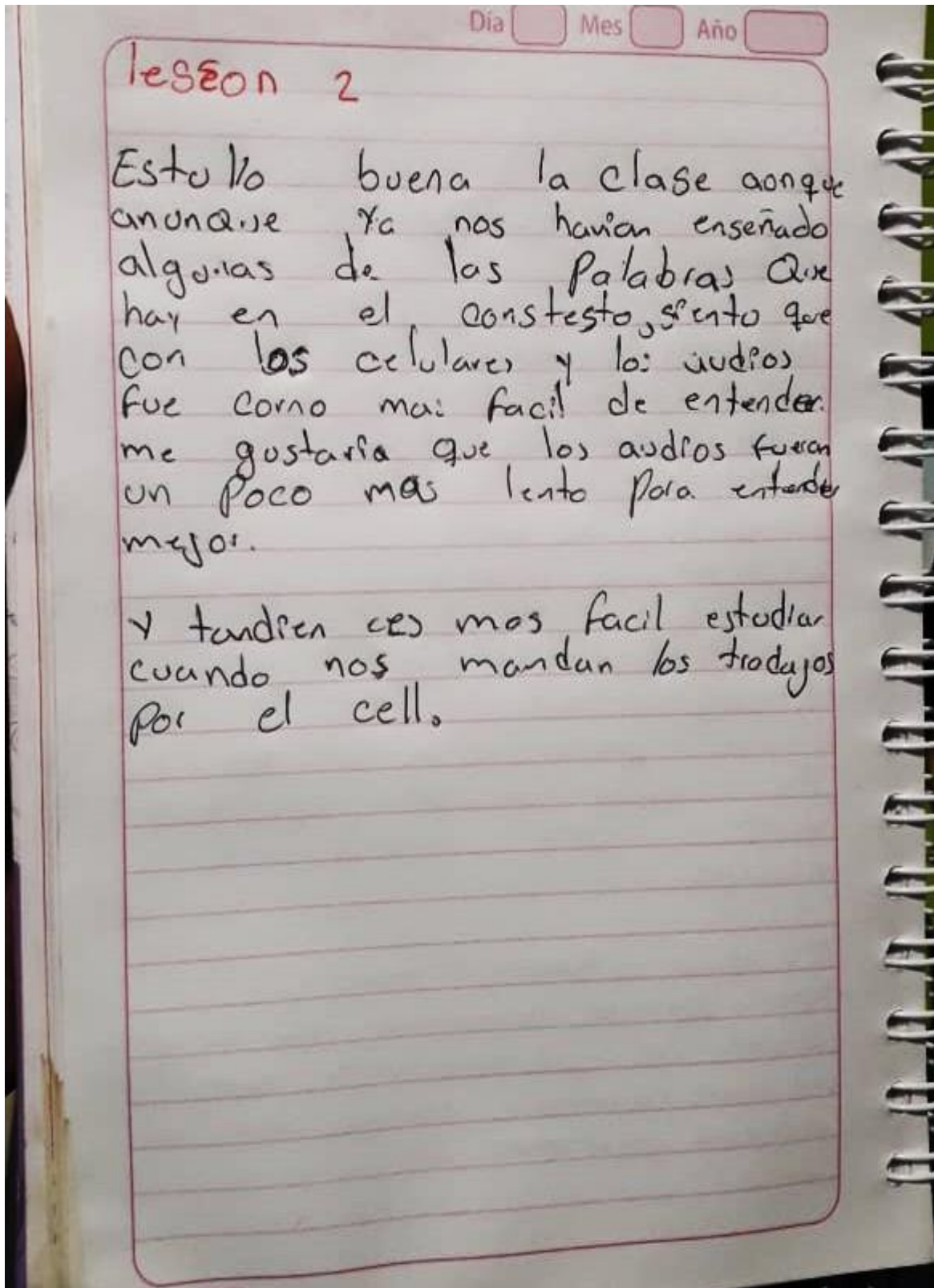
En general se entendió todo, aunque al principio hubo algunos problemas con el internet pero todo bacano.

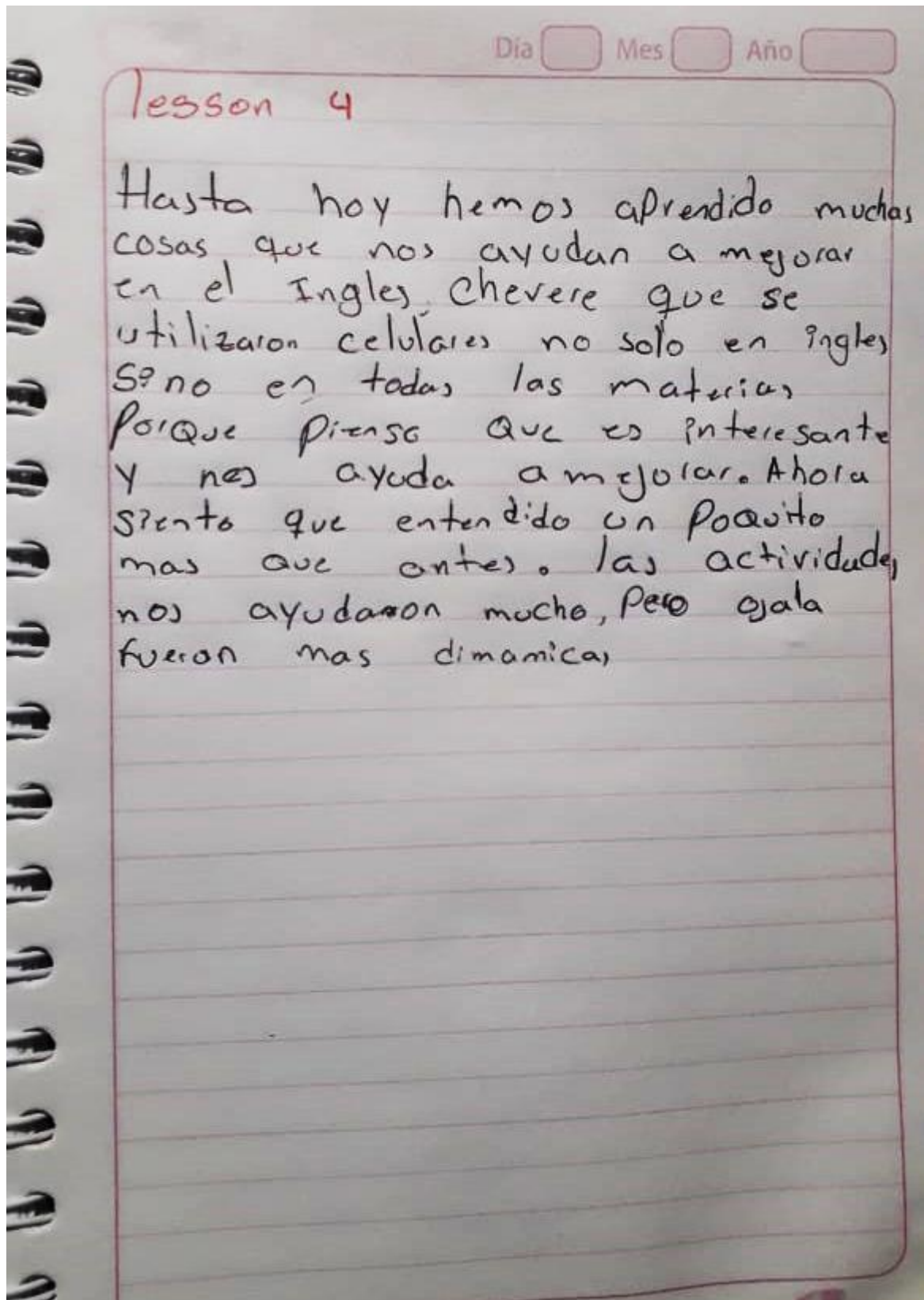
Lesson 3.

me gusto la clase porque
me ayudo a ganar un quiz
que nos hizo la seño
sobre un audio ahí.

Bacano porque uno practica
y va entendiendo mas lo
que se dice en ingles.
chevere que los profe nos
hicieran actividades con
audifonos para que la
bulla de afuera no
afecte tanto.

Todo bien, aunque no logre
a entender bien los audios
los consejos de nos dieron
los profesores me ayudo
a ganar las actividades





Appendix 5.

Questionnaire

Responde las preguntas teniendo en cuenta tu experiencia usando MALL en las clases de inglés. Por favor, sé sincero al responder cada pregunta.

Nombre completo *

Texto de respuesta corta

1. ¿Qué opinión tienes del uso de celulares en el proceso de aprendizaje? ¿Por qué? *

Texto de respuesta larga

2. ¿Consideras que el uso de MALL es útil para aprender inglés? *

- ☐ Sí
- ☐ No
- ☐ Tal vez

3. ¿Cómo consideras tu experiencia de aprendizaje fuera del salón a través del uso de MALL? *

- ☐ Excelente
- ☐ Bueno
- ☐ Regular
- ☐ Malo

4. ¿Cuántas veces necesitaste escuchar el audio en cada ítem? ¿Por qué? *

Texto de respuesta larga

5. ¿Cuántas veces necesitaste escuchar el audio para distinguir entre una palabra y otra?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

6. ¿Cuántas veces tuviste que escuchar el audio para reconocer las palabras? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

7. ¿Cuántas veces tuviste que escuchar el audio para identificar las frases y expresiones? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

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☐ 4

☐ 5

8. ¿Cuántas veces tuviste que escuchar el audio para recordar palabras o frases que te ayudaran a contestar las preguntas? *

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

9. ¿Cuál de los siguientes aspectos te pareció más fácil de contestar? *

☐ Distinguir las palabras por sus sonidos

☐ Reconocer palabras y entender sus significado dependiendo del contexto

☐ Identificar expresiones que dan sentido al audio

☐ Recordar palabras importantes e ideas para contestar preguntas

10. ¿Cuál de los siguientes aspectos te pareció más difícil de contestar? *

☐ Distinguir las palabras por sus sonidos

☐ Reconocer palabras y entender sus significado dependiendo del contexto

☐ Identificar expresiones que dan sentido al audio

☐ Recordar palabras importantes e ideas para contestar preguntas

11. ¿Recomendarías a otra persona usar MALL para aprender inglés? *

☐ Sí

☐ No

☐ Tal vez

12. ¿Cómo te sentiste usando MALL en las clases de inglés? ¿Por qué? *

Texto de respuesta larga

13. ¿Cómo calificas las actividades realizadas usando MALL? *

☐ Interesantes

☐ Significativas

☐ Normales

☐ Aburridoras

☐ Inútiles

14. ¿Te gustaría seguir usando MALL en tu proceso de aprendizaje? ¿Por qué? *

Texto de respuesta larga

15. Desde tu rol como estudiante ¿Qué sugerencias podrías hacer respecto al uso de MALL en las clases de inglés? *

Texto de respuesta larga

16. ¿Consideras que el MALL te ayudó para mejorar tu habilidad de escucha? ¿Por qué? *

Texto de respuesta larga

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Página

Obligatorio